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ABSTRACT

"Effective Reading" (ER) is a community college course designed to help developmental readers succeed in college reading through improved reading comprehension. The course is based on current research which indicates that successful comprehension can take place if students follow three steps: predicting (pre-reading strategies such as surveying textbook chapters), confirming (strategies employed during reading such as underlining, annotating, thinking critically), and integrating (postreading strategies including paraphrasing and summarizing). Instruction in the ER course follows a three-step teaching model in which each strategy is first demonstrated by the teacher, then practiced by students in groups, and finally used by the students independently. The foundation of the course involves teaching students the "KWL procedure," in which students use a special three-column chart on which they list what they "Know" about the contents of a text prior to reading, what they "Want" to find out during the reading process, and what they "Learned" after reading. An evaluation of the course outcomes for 154 students completing the ER in 1987 and the 115 students completing the course in 1988 showed the following: (1) students' performance on a pre- and post-ER reading comprehension test showed significant improvement; (2) grades in a co-requisite sociology course showed improvement over similarly underprepared students who had completed the course prior to implementation of the ER course; (3) short-term retention rates for ER students was 83%, higher than the collegewide rate of 81%; and (4) pre- and post-ER interviews showed increases in student confidence and in the use of active reading strategies. Diagrams and sample interview questions are included. (GFW)

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Developmental College Reading:

Secrets of Our Success

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Running head: DEVELOPMENTAL READING SECRETS

Abstract

Effective Reading is a newly-revised community college course which teaches developmental readers the secrets of success in college reading. The course is based on current research which posits that the reading comprehension cycle consists of three steps: predicting, confirming, and integrating. Students are first introduced to the cycle with the KWL procedure; they then learn separate reading strategies to use at each step in the cycle. Instruction follows the direct teaching model of demonstration, guided practice, and independent practice. The reading course is corequisite with an introductory sociology course and uses the sociology textbook. Evaluation measures show more students passing the revised reading course, higher retention than in previous years, significant improvement in reading comprehension, and a high pass rate for the sociology course. Interviews found that passing students were highly confident, self-aware comprehenders who transferred reading strategy use to coursework in subsequent quarters.

Developmental College Reading: Secrets of Our Success

College campuses today are experiencing an influx of developmental students, those who are underprepared to succeed in college without special help in reading, writing, or math. The instructors who are most helpful to developmental students are those who show students the secrets of success in learning. Comprehension research of the 1980's has continually elaborated on this theme: students who succeed in reading behave differently than students who fail. And failure-prone students can be taught to succeed; much of success is a matter of learning, rather than innate ability or luck (Brown & Palincsar, 1982).

Our institution recently revised its reading program for community college students, based on the notion that underachieving readers can become achievers if they are taught to use the learning strategies of achievers. These strategies have been proven effective for elementary school, secondary school, and four-year college students; this study shows that the same strategies can also enhance the performance of community college students. We had no real models for the unique reading program we created, and we think such a program can work in other higher education settings. Therefore, we would like to share with you the secrets of our success.

Hardin (1988) identifies several types of developmental students. The student with special needs may have a physical handicap or learning disability. The older adult student has been

out of school for several years, working or rearing children. The late decider has made poor decisions about academic preparation for college. Regardless of their backgrounds, developmental students are generally insecure about their abilities to succeed in higher education. However, given appropriate identification plus meaningful instruction, support, and time to mature, underprepared students can become confident and capable learners. At our institution we have verified this principle with the Effective Reading course.

The former course design was based on the diagnostic-prescriptive model typical of reading laboratories in the 1970's. Each student was pretested, skills deficits identified, and practice exercises prescribed to remediate deficiencies. Several problems were inherent with the remediation model: (a) it required independent work by those students who were least capable and least motivated to work independently; (b) it focused on isolated skills; (c) it provided little direct instruction; and (d) it offered little aid for transfer of what was taught to the rest of the curriculum. The outcome was a student who evidenced some gain in raw reading score, but who was just as underprepared to perform academically in other classes and who was just as insecure as when (s)he entered the course.

Placement

A new placement test, the Degrees of Reading Power (College Board, 1983), was selected to correspond with the revised reading

course. We chose this test because it parallels the reading process as closely as possible for a standardized test.

The DRP is a criterion-referenced test which evaluates the student's attempt to use context clues to obtain meaning from a passage. At our institution the DRP results are used for waiver of formal reading instruction, placement into the Effective Reading course, or placement into a very elementary writing/reading course.

Students entering the Effective Reading course have Degrees of Reading Power unit scores which range from 60 to 70 or whose ability to process reading material at the instructional level with eighty percent comprehension averages 64 Degrees of Reading Power units. The DRP unit measurement of the test can be compared directly to textbook difficulty in that it places textual difficulty levels and student comprehension scores on the same scale. Text difficulty is determined with Bormuth's Mean Cloze Readability Formula, a highly reliable formula for predicting cloze scores from a set of linguistic variables (Koslin et al., 1987). The upper level cut-off score for placement into Effective Reading was determined after analyzing the readability of all our introductory texts in terms of Degrees of Reading Power units, giving special weight to the sociology text which all students would be expected to comprehend. The readability of the text, Sociology (Goode, 1988), averages 69 DRP units as measured by the MicRA-DRP program (College Board, 1986). The lower cut-off score

was adjusted after follow-up of students in subsequent coursework and an analysis of average reading gains made on the posttest.

Design of the Study

Since the pilot project had provided us with positive results, we decided to implement the new curriculum for all Effective Reading students. That precluded an experimental design, which would withhold what we felt to be superior treatment from some students. Therefore, an evaluation study was in order. We obtained several general measures of course success to help us make critical decisions about our new reading curriculum.

We formalized a set of questions: (a) Would the number of students successfully completing the course be higher than before? Using a different theory for curricular design and a different set of criteria for passing, we expected pass rates to be higher than under the old model. It was important to us, especially our administrators, to determine how much greater the passing rate would be with the new program. (b) Would students demonstrate overall reading gains? To gauge improvement in general reading ability, we looked at pretest/posttest scores on the Degrees of Reading Power Test. (c) Would retention of developmental students in school the following quarter be improved after instruction in reading strategies? Historically, we had lost a significant number of developmental students, even students who had passed the reading course. Our best guess was that many of them, despite general improvement in overall reading ability, simply could not transfer

their skills to the content area classroom. Would the new curricular design help to retain them longer? 4) Finally, we asked, if given applicable reading strategies for content areas, could developmental reading students be successful in an introductory sociology course? Our operational definition of "success" was a grade of C or higher in sociology.

The Course

The Effective Reading course is based on the teaching of comprehension, currently defined as an active construction of meaning by a reader through connecting past experiences with information which is new in the written text (Anderson and Pearson, 1984). Reading, then, is a process in which the reader plays a "psycholinguistic guessing game" by making predictions, confirming those predictions, and integrating the new knowledge into long-term memory (Goodman, 1967, Goodman & Burke, 1980). Students must think when they read; they must actively seek information and incorporate the new data from the text with facts already known to produce new, or newly-organized, information.

In the Effective Reading course, comprehension is taught as a series of strategies, cognitive processes which are voluntarily and consciously used to accomplish the reader's purpose (Brown, 1980). Brown and Palincsar (1982) have shown that strategies such as predicting, inferring, and summarizing can be taught, and that students' comprehension can be improved by learning such strategies.

The effective use of cognitive strategies is based on three types of metacognitive knowledge: (a) process knowledge--the reader is able to use the process and talk about it; (b) conditional knowledge--the reading is able to use the process in the appropriate situation; and (c) declarative knowledge--the reader is able to get meaning from the text (Rogers, 1988, Weinstein, 1987). The Effective Reading course is designed to enhance students' comprehension by making them aware of strategies, getting them to talk about when and how to use the strategies, having them practice the strategies, and getting them to transfer strategy use to textbooks in their college courses.

The course to which students are expected to transfer use of these strategies is a required introductory course in sociology, Social Processes 101. Our reason for choosing Social Processes 101 as a corequisite with Effective Reading is that Social Processes is required of all entering students and is very difficult for underprepared students to pass. The Effective Reading course is graded on a pass-no credit basis, while Social Processes is graded with traditional letter grades. Developmental students are integrated with regular, presumably able, college students and are not identified in any way to the sociology instructors. In the Reading class, demonstrations of reading strategies and group practice of these strategies are accomplished using the text for the sociology course. The teaching of reading strategies thus becomes functional (Herber, 1978), in that it is

designed to transfer directly to a situation in which students are currently placed and in which they would have difficulty succeeding without extra help from an instructor.

In Effective Reading a three-step direct teaching model is used: (a) each strategy is demonstrated by the teacher; (b) students practice the strategy in groups; and (c) students use the strategy independently (Baumann, 1986) in homework assignments. Baumann's research with elementary-school students has shown that students comprehend better with direct instruction. Similarly, Herber and Nelson-Herber (1987) suggest a three-step model for developing learner independence which requires "fading," or gradual transferral of responsibility for learning from the teacher to the learner.

The sequence of strategies taught in the course is shown in Figure 1. Sequencing of strategies is based on Goodman & Burke's three-step reading cycle of predicting, confirming, and integrating. All three steps are introduced in a foundational technique called KWL (Ogle, 1986). Following the introduction of the three steps of the reading cycle through KWL, we teach predicting, (prereading) strategies. These include taking inventories of textbooks, surveying textbook chapters and questioning. Confirming (during reading) strategies consist of identifying organizational patterns, underlining and annotating, and critical reading. (Critical reading for us means asking questions of a text to determine an author's position on a controversial issue.) Last are integrating (postreading)

strategies such as semantic mapping, comparison-contract charting, paraphrasing, and summarizing.

Put Figure 1 about here.

The first technique students learn in the Effective Reading course is KWL. KWL is foundational to the course, and every other strategy taught is sequentially linked to it. Of all the strategies students mention as being most helpful to them, KWL is most often cited. The KWL procedure enhances comprehension by getting readers to activate background knowledge relevant to the text, ask their own questions about the topic, then read to answer their questions. The success of KWL can perhaps be explained by research on schema theory, which has shown that students who pose their own questions about a passage are likely to comprehend it better than students who read to answer questions posed by an instructor (Andre' & Anderson, 1978-79).

The KWL procedure consists of three steps. (See Figure 2.) In the first step, the student divides a sheet of paper into three columns and labels the first "What I Know", the second "What I Want To Find Out," and the third "What I Learned." In the next step, students record in the K column all the information which they know about the topic before reading the passage. In the W column students write questions that they have about the topic, information they would like to know, or questions that they would

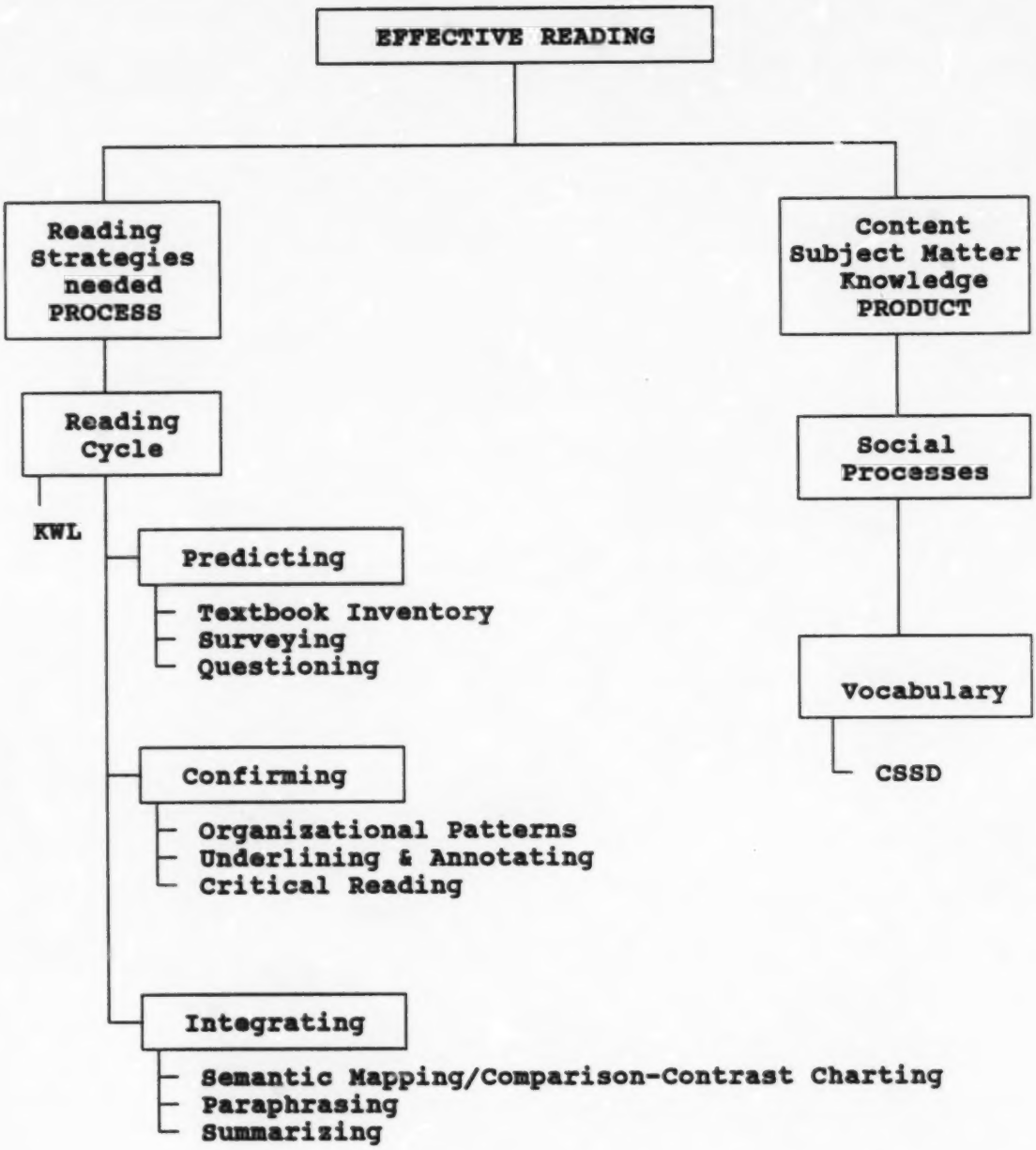
EFFECTIVE READING
Reading Strategies needed PROCESS
Content Subject Matter Knowledge PRODUCT
Reading Cycle
Social Processes
KWL
Predicting
Textbook Inventory
Surveying
Questioning
Vocabulary
CSSD
Confirming
Organizational Patterns
Underlining & Annotating
Critical Reading
Integrating
Semantic Mapping/Comparison-Contrast Charting
Paraphrasing
Summarizing

Figure 1

expect the author to answer in a text of this type. Finally, students read the passage and record information that is new to them in the L column, "What I Learned." When finished, the three completed columns show students that they have indeed comprehended and have learned something from reading the passage. The important point about the KWL technique is that it can help students gain independence at comprehending and at monitoring their comprehension.

Put Figure 2 about here

We have extended the KWL procedure to include semantic mapping and summarizing as suggested by Carr & Ogle (1987). In place of the L column of the KWL worksheet, we first teach students to underline and annotate in their textbooks information which is new to them, or which they think might be important for later study. After performing KWL, students categorize key words from the passage and visually diagram them into the semantic map; they subsequently use the map to write a well-formed summary of the passage. We teach comparison/contrast charting as an alternative to mapping for texts which make extensive use of comparison/ contrast organization. All of these techniques are taught in the Effective Reading course in sequential fashion, with one strategy building upon the ones previously taught. Carr, et al. (1987) have shown that students who use KWL and its extended version, KWL

WHAT I KNOW	WHAT I WANT TO FIND OUT	WHAT I LEARNED

Figure 2

Plus, have improved both general reading comprehension and comprehension of social studies content.

Evaluation

Our study included both quantitative and qualitative evaluation. Quantitative research in reading frequently makes use of standardized tests, which are useful for comparing groups of students to each other or to a norm group, but may not be useful when understanding individuals. On the other hand, qualitative research may delve into the meaning-getting behavior of an individual, although it may be of little use in generalizing from an individual's responses to an entire population (Bogdan & Biklen, 1982). Reading researchers currently believe that quantitative assessment of comprehension may reflect literal recall of texts, but not the inferential process which creates linkages between the reader's world knowledge and a written text. On the other hand, qualitative assessment may show deeper understanding of a text by a reader, even such processes as generalization beyond the text or summarization of a text (Morrow, 1988). For these reasons, we combined quantitative and qualitative research in the same reading study. It provided a complete picture of both the group's and individual readers' understanding of text, which one measure of comprehension alone could not offer (Omanson, Warren, & Trabasso, 1978).

Quantitative Evaluation

Knowing the broad questions we wanted to answer, we collected

quantitative data on pass rates, reading gains, retention, and sociology grades.

Pass Rates. One global way to measure effectiveness of a program or course of study is to examine the number and percentage of students who pass the course. Using pass rates as the measure, the Effective Reading course historically has had only limited success. Pass rates for years hovered around 40 percent, with a standardized posttest serving as the only determiner of whether the students passed or failed.

Under the current theoretical model and course structure, the success rate, as measured by the percent of students passing the course, has soared. The initial 1986 pilot program produced a pass rate of 80% and the 154 students who took Effective Reading during Fall 1987 demonstrated a pass rate of 84%. The pass rate for 115 students in Fall 1988 was 77% (Figure 3). However, we must keep in mind that the criteria for passing the current Effective Reading course are vastly different. Students must demonstrate ability to use a variety of reading strategies to meet different purposes. They must also successfully complete homework assignments, journals, oral presentations, and teacher-made tests in addition to the DRP posttest. Therefore, direct comparisons of the previous and current pass rates will be most useful when we take a look at long term retention and subsequent GPA of students, a phase of our project which has yet to be completed.

Put Figure 3 about here

Reading Gains. A second method of measuring success in reading coursework is to examine pretest-posttest reading gains on a standardized test; we used the Degrees of Reading Power. DRP results are given in both raw scores and readability units. Table 1 illustrates these gains achieved by reading students during Fall 1987 and Fall 1988. The application of a t-test showed that reading gains were statistically significant at the .001 level. With a variance of .84, the test/re-test influence was minimal and growth could not be attributed to bias. Therefore, the growth in reading was probably attributable to reading instruction or other factors, such as instruction in sociology or other concurrent courses, or personal factors, such as maturation or history, operating within the student.

Put Table 1 about here

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Reading gains for 1987 and 1988, in mean Degrees of Reading Power units, are graphically represented in Figure 4. The pretest, DRP_1, showed an average ability to process 64.29 units of difficulty, with a range from 59 to 69 units. These same students who were able to process a mean of 64 units were expected to read and comprehend independently a sociology text whose readability measures 69 units. The gap between their reading

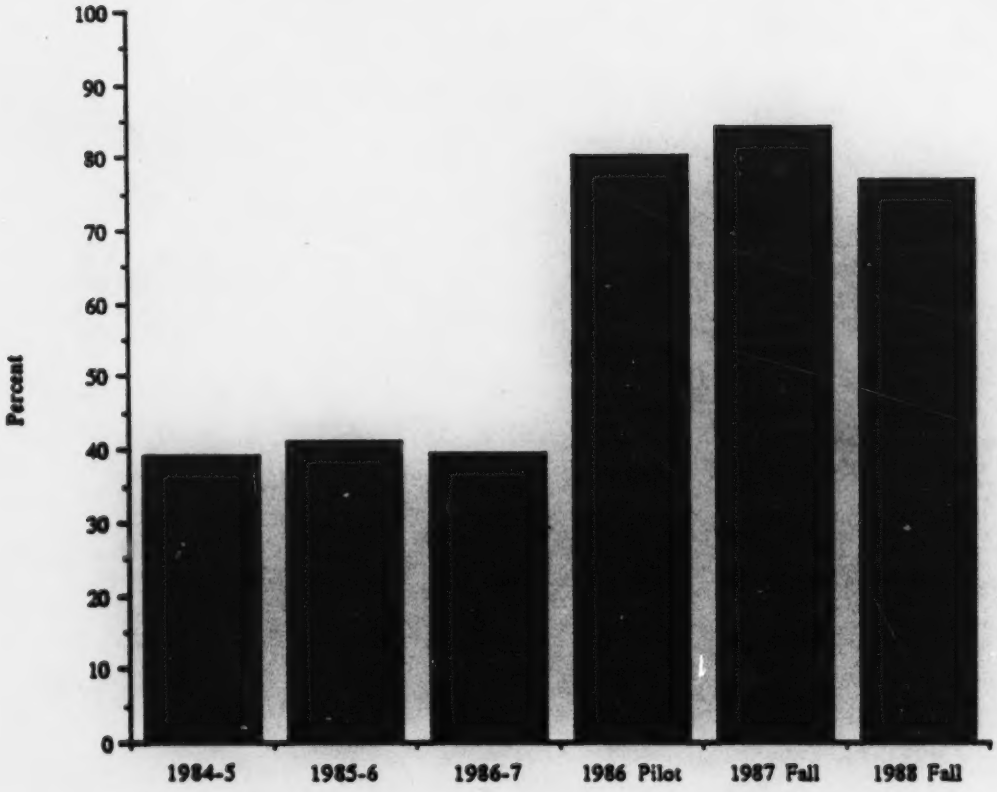
Percent
100
90
80
70
60
50
40
30
20
10
0
1984-5
1985-6
1986-7
1986 Pilot
1987 Fall
1988 Fall

Figure 3

achievement and course expectations illustrates why knowledge of reading comprehension strategies is so crucial.

At the end of the Effective Reading course, these same students tested at a mean of 70 DRP units, with a range of 59 to 80, as shown with the DRP_2 block. Following the course, well over half of the class was able to read the sociology text independently. The remainder, though the text may have been difficult for them, had knowledge of reading strategies they could employ to aid their comprehension efforts.

Put Figure 4 about here

Sociology Grades. The primary indicator of success was the distribution of sociology grades of underprepared students enrolled in both reading and the corequisite sociology course. Our past experience taught us that, without transfer of reading strategies to sociology, reading students' grades in sociology would be predominantly D's and F's. However, 72.4% of the students enrolled in reading and sociology in Fall of 1987 earned a grade of C or better in sociology, with their sociology grades approximating a normal curve (Figure 5).

Put Figure 5 about here

The mean grade point for sociology was 2.3, with the median of C.

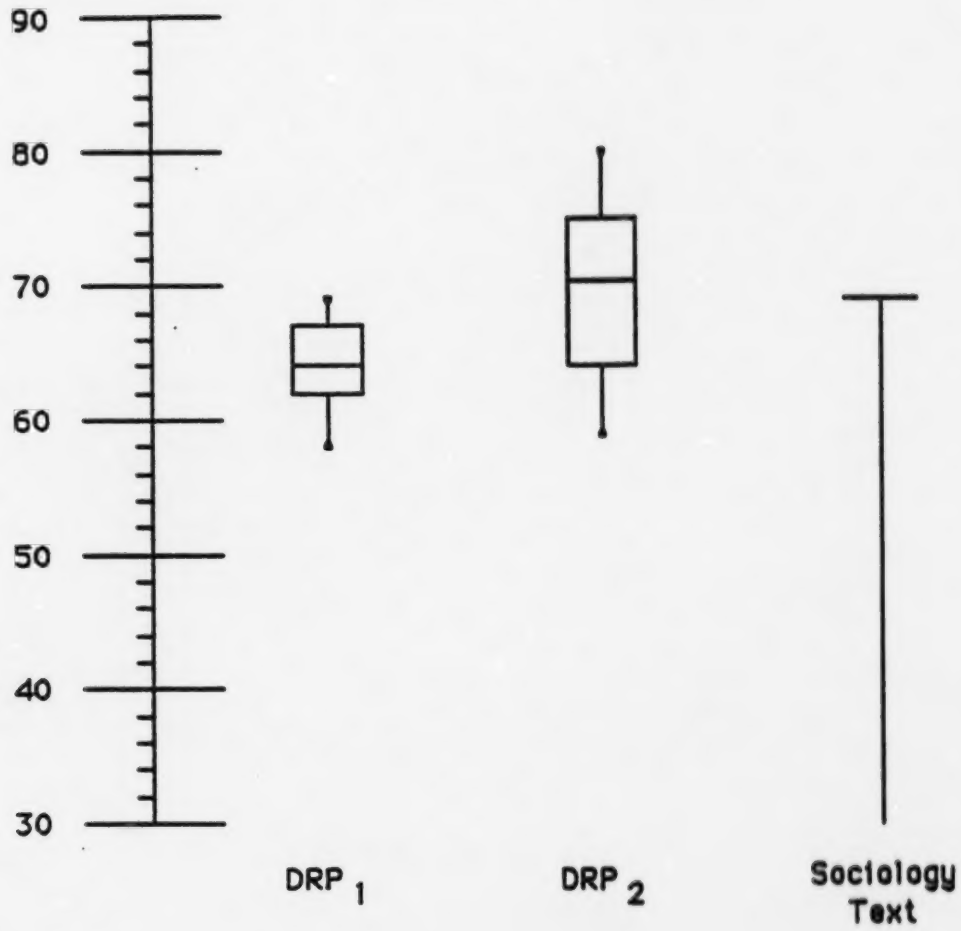

Figure 4

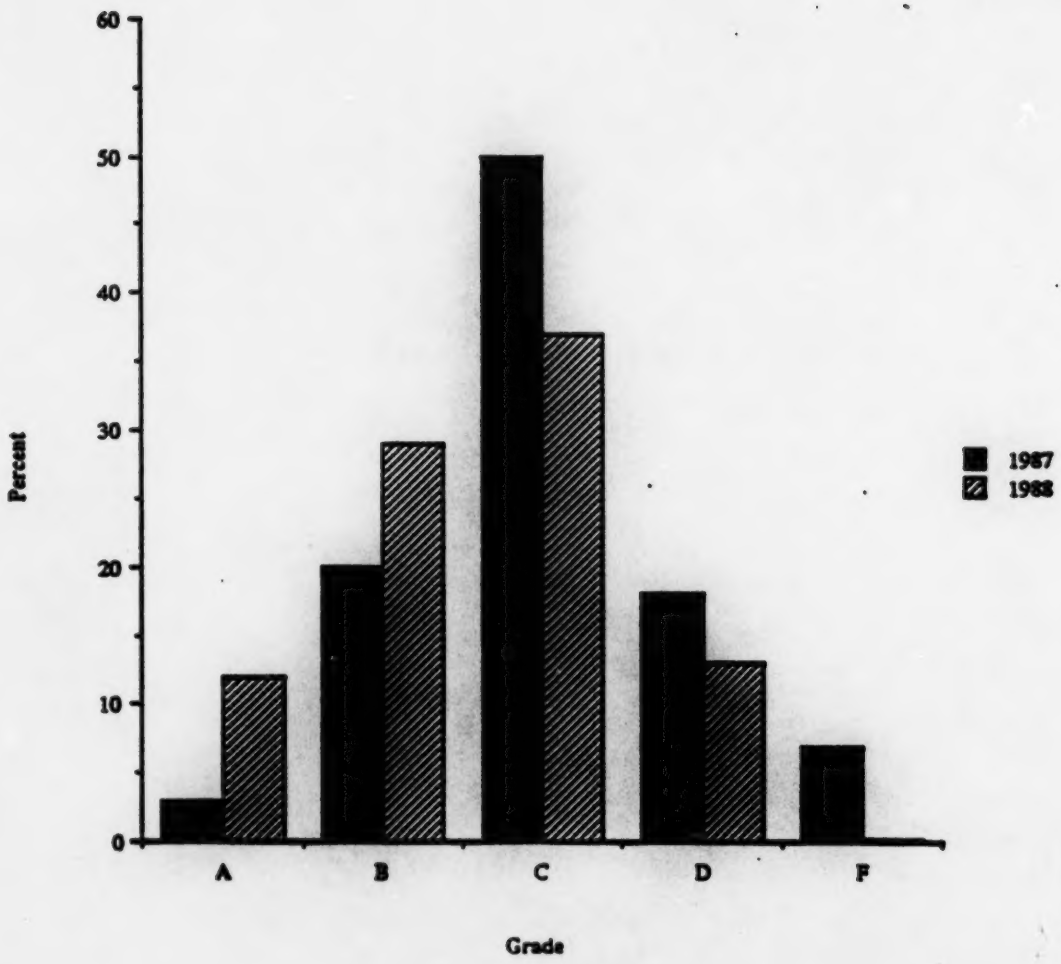

Figure 5

Compared to the adequately prepared students who were enrolled in sociology, the grades of reading students were not as high; that is, the prepared students had a higher percentage of A's and B's and a lower percentage of C's than did the reading students. However, we were surprised to find that the initially better-prepared students had more D's and F's than the students enrolled in reading.

Results were similar in 1988, although the reading students' sociology grades were more positively skewed than in 1987. The percentage of A's and B's increased, while a corresponding decrease was noted among the C's, D's and F's. In 1988 no reading student earned an F grade in the sociology course. We have concluded that the corequisite status of reading and sociology allowed students to transfer the use of reading strategies to sociology, and thus to achieve passing grades.

Retention. Since both immediate and one-year retention rates for the initial pilot project were quite high (100% and 83% respectively), we wanted to investigate the retention rates of Effective Reading students.

We also compared the retention of students in Effective Reading with students in the entire community and technical college. Figure 6 illustrates short term retention, that is retention from one quarter to the next.

Put Figure 6 about here

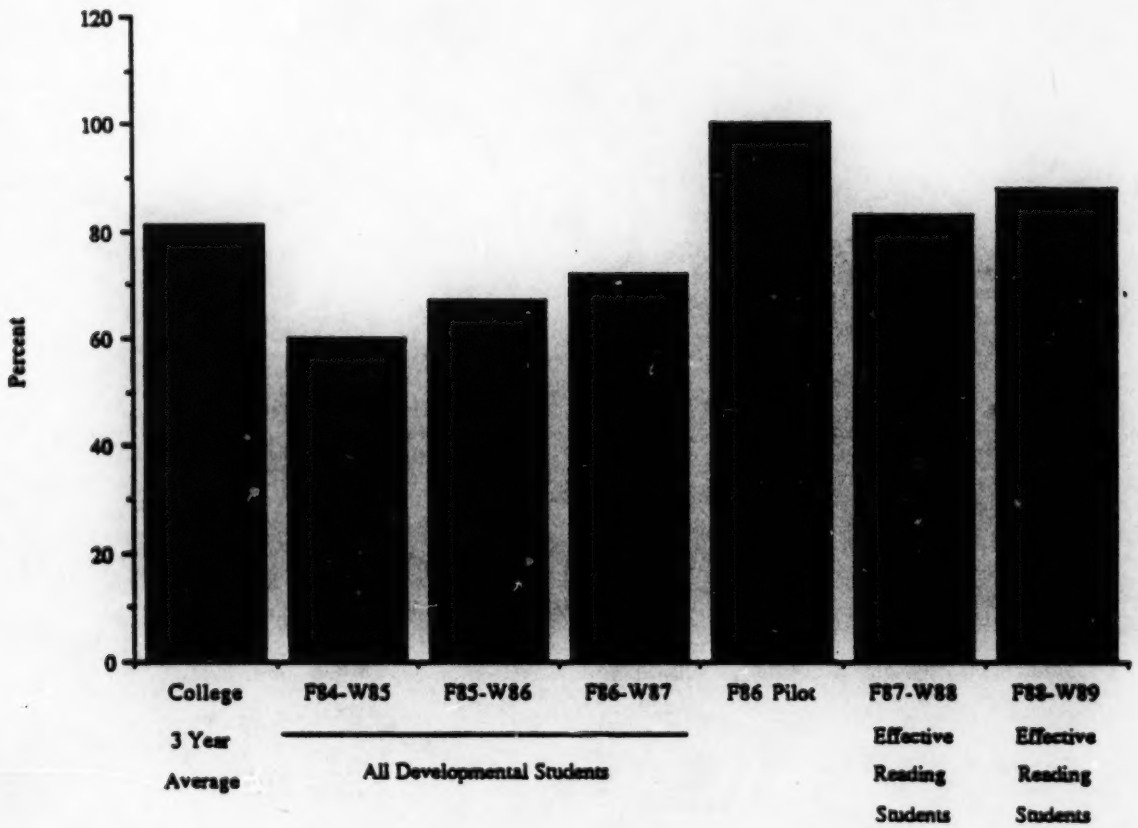
120
100
80
60
40
20
0
Percent
College
3 Year
Average
F84-W85
F85-W86
F86-W87
All Developmental Students
F86 Pilot
F87-W88
Effective
Reading
Students
F88-W89
Effective
Reading
Students

Figure 6

Subsequent term retention of all developmental students, about half of whom take reading, has generally improved in recent years, from 60% in 1984-85 to 67% in 1985-86 to 72% in 1986-87. This upward retention trend of underprepared students can be attributed to stronger programming. During the same time period, all college retention for a subsequent quarter remained fairly steady at 81%. After the newly-designed reading course was implemented in the fall of 1987, short-term retention was determined for just reading students. At 83%, it was higher than for the college as a whole and exceeded retention averages of developmental students for the previous three years. Similarly, Fall 1988 reading students returned to classes the following quarter at an 88% rate.

Qualitative Evaluation

The qualitative part of this research project was designed to discover what strategies made students in Effective Reading successful. Such information could not have been elicited by a standardized test. Instead, a confederate of the researchers conducted semistructured interviews in which students talked about reading strategies, demonstrated a strategy, and taught a strategy to the interviewer (Rogers, 1988).

A series of ten questions was asked (see Table 2). Students were asked about themselves as readers - what strategies (or skills) they used, when, and why. Next, they were asked to teach their favorite or preferred reading strategy to the interviewer; paper, writing utensils, a dictionary, and a text were provided.

They read an excerpt from the sociology textbook which had not been taught in class. They were also asked to explain why they used their preferred strategy on this text. Next, students were asked to rate their comprehension of the passage on a scale from one to ten, and to explain how they could tell they understood to that degree. Finally, they were asked what kinds of questions they asked themselves before, during, and after reading a textbook passage, and why they asked themselves these particular questions.

Put Table 2 about here

pg 28

The interviewer talked to individual students selected from three groups. The first group of interviews was conducted during the first week of classes, and the students were novices in Effective Reading. We wanted to judge students' prior knowledge of reading strategies. The second group of interviews consisted of experts, students who had scored high on the posttest at the end of the previous quarter. We wanted to judge how much students remembered and could apply two months after leaving the reading class. The last group consisted of completers, students who were taking their last week of the reading class and who had performed well in it. We wanted to judge what strategies students could transfer to new coursework.

Findings/Novices. Newly-enrolled students had no confidence in their comprehension abilities and did not ask themselves

questions during reading; either they were passive readers, or they used strategies ineffectively. For example, one novice, when asked how he knew he was comprehending, answered, "By the different things I do," but could not elaborate on what those "things" might be. When reading, another used a colored highlighter pen to highlight names and dates, because "that's what they have on most tests." However, items highlighted did not reflect main ideas in the text, and highlighting seemed generally ineffective as a comprehension strategy. Finally, when asked what kinds of questions they posed to themselves, one replied, "How much is there to read? Is there another story after this one?", showing that he had no idea of how to monitor his comprehension. Novice students did not know what strategies they used and therefore used ineffective methods to produce incomplete results. Such a lack of awareness often accompanies lack of skill in comprehending and has been shown to improve with instruction in strategy usage (Brown & Palincsar, 1982).

Findings/Experts. Previous-quarter students, or experts, were all aware of reading strategies, knew which ones they used, could describe them, and could use them effectively. All were self-questioning, using the comprehension questions of the KWL procedure. All used annotating, underlining, or outlining in place of the L step of KWL. One, for example, told how she used to "hate to read," but now she is "a good reader", because she keeps interested in the subject of the text by asking herself

questions. Another mentioned KWL as a preferred strategy when reading textbooks, because, "When I'm reading, I think about all the stuff I know and then ask myself questions like, 'What can I learn about this subject?' Then after I've read, I try and think about those questions again, and I try to put in the answer . . ." The third student used textbook marking as the L step of KWL "to answer a question about it when reading," and because this was information believed to be "reasonably important." When asked how confident he was that he had comprehended the passage, he gave himself a 9 on a 10-point rating scale, because he could find "the important things, reasons and examples . . ."

These students had finished the Effective Reading course approximately two months before being interviewed. They were currently enrolled in other courses and were interviewed to see if instruction in strategy use had transferred to other courses and had remained part of their repertoires. For the most part they demonstrated that they did remember, and use, KWL.

Findings/Completers. Of the three students interviewed at the end of the quarter of Effective Reading, one was particularly verbal and quite confident that her reading comprehension had improved; she both verbalized about and used KWL. She explained that she used the first two columns of KWL automatically and unconsciously in her head. In place of the third column of KWL, she used annotating and underlining. And indeed, her marking on

the sample text selection showed that she both recognized and understood main ideas of the passage. Her main comment about the Effective Reading class was, "It's made a big difference in my life."

A second end-of-the quarter student rated his confidence in his reading ability as high, due to KWL. He described situations in which he used KWL as being when a textbook chapter was hard to read and whenever he had trouble comprehending. When teaching KWL to the interviewer, he said that he only filled in the first column of KWL on paper; he did the rest of it in his head. An interesting example of comprehension monitoring was given in this interview: the student explained that his original prediction of the subject of the text had been disconfirmed as he read the text, and he had to revise his internal model of what the text was about; he had originally thought the text was about the sun after reading the title, "Golden Sunset." After reading the first few paragraphs of the text, he suddenly realized that the passage was about couples who had stayed married for 25 years or more and why their marriages had been successful. This student, too, commented, "This class was very helpful."

The third completer appeared nervous because of the video camera. She said she was not really a good reader and rated her comprehension of the passage at five on a scale of one to ten. She said her primary strategy when reading for her classes was to go through the book and get definitions and subtitles out of it,

then to reread and "learn" the information. She was unable to verbalize what strategies she used, or to teach them to the interviewer. However, she did say that she asked herself questions: before reading she asked herself if she knew anything about the subject at hand; during reading she asked herself if she could summarize what each section of the text was about; and after reading she asked herself what the text was about, in order to get a better understanding. These are basically the questions asked in the KWL procedure. Even though she was unable to explicitly name or teach the reading strategies, she was able to apply the concept of the reading cycle.

These students who had almost finished the Effective Reading course were interviewed to see what they learned in the course and what their attitudes were at the end of the term. As a group, students could apply strategies, though one was not aware she was doing so. Two of these students demonstrated confidence in both their ability and awareness of strategy usage.

Implications

Based on the results obtained, the Effective Reading course will continue to be strategy-based. Of the four questions we asked at the beginning of this evaluation study, all have been answered in the affirmative. (a) Yes, a greater number of students have passed the Effective Reading course than in previous years, and they have worked more actively in order to pass. (b) Yes, students did show significant gains in overall reading at the

end of the Effective Reading course. Judging from the interviews, students were well aware that they had made improvements, and their confidence soared as a result. (c) Yes, students were retained in school after taking Effective Reading. In the interviews, former reading students showed that they were transferring their newly-learned strategies to academic texts after the course had ended. (d) Yes, reading students overall were successful in the sociology course, to a much greater extent than expected if they had not been receiving help.

Our evaluation study has shown that underprepared community college students can improve their reading comprehension with direct instruction in reading strategies which is geared for transfer. Students have succeeded because we have shown them the secrets of success for readers. They have learned about themselves as learners, and have discovered their potential to use and control reading processes. They have also learned course content in sociology, the vehicle for practice of reading strategies. Based on instructor observation, these two types of knowledge have made our students more active, more independent, and more self-confident as readers. Thus, we have concluded that underprepared college students can transfer strategy learning to other coursework, both in the immediate situation and in subsequent college courses. As Hardin (1988) has stated, developmental students can become active, successful learners if they are given instruction which is meaningful - instruction which shows them the secrets of success.

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Table 1

Reading Gains

Group Means

Test	DRP Raw Scores		DRP Unit Scores		T Test Value	
	1987	1988	1987	1988	1987	1988
DRP Pretest	42.29	40.85	64.29	63.85		
					-9.52*	-8.10**
DRP Posttest	48.09	47.11	70.10	69.12		

Note: N=118 for 1987 and 96 for 1988. DRP=Degrees of Reading Power. Using DRP measures, the sociology text (Goode, 1988) shows a mean readability of 69 DRP units.

*$p < .001$.

**$p < .0001$.

Table 2

Questions Used in Reading Interview

1. Are you a good reader?

   How can you tell?
2. What are some of the strategies (or skills) you use to help you understand your textbooks?
3. What strategy of yours is most effective to help you read and understand your textbooks?
4. When would you use this strategy?
5. Why would you use this strategy?
6. How would you use this strategy - teach it to me.

   (Teaching session)

   Why did you choose the answers (statements, questions, underlines) you did?
7. On a scale from 1 to 10, how confident are you that you understood this passage?
8. How can you tell you understood that well?
9. Do you use this strategy outside your reading class?
10. What kinds of questions do you ask yourself before you read a passage? During reading? After reading? Why do you ask these questions?

Figure Captions

Figure 1. Overview of the Effective Reading course content and sequence of reading strategies (developed by Peggy Fritz).

Figure 2. The three labeled columns of the KWL procedure.

Figure 3. Historical pass rates for Effective Reading students.

Figure 4. Reading gains expressed in Degrees of Reading Power units.

Figure 5. Effective Reading students' sociology grades.

Figure 6. Short term student retention: total college, developmental population, Excel pilot project, and Effective Reading students.

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